



2015 - 2016

ACES Professional Development, Evaluation, and Support Plan

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INTRODUCTION

This document outlines the professional development, evaluation and support development of teachers in the Area Cooperative Educational Services (ACES) school district. The plan is presented in three distinct parts: teacher framework; student and educator support specialist (SESS) frameworks; and administrators' frameworks. It is based on the Connecticut Guidelines for Educator Evaluation and on best practice research from around the country. A team of administrators, teachers, and district educators developed this model (See Appendix A for team members). For the purposes of this document, the term 'superintendent' refers to the ACES executive director.

The ACES plan is a systemic blueprint for continued growth in student learning. Student learning is the central focus of all components of this system and the overarching purpose of all ACES student programs. In order that students may learn at the highest levels, ACES must employ and nurture a staff of extremely competent, creative, committed individuals. ACES must pursue the continued growth and development of this staff (professional development) and must continually ensure the quality of teaching, employing evaluative criteria based on solid research on teaching and learning (teacher evaluation). The connection between continued teacher growth and the organizational responsibility to ensure quality teaching must be understood by all staff. In order to be effective, this comprehensive plan requires a clear definition of teaching and learning.

In order to achieve the highest levels of student learning, ACES pursues the highest level of teacher competence and creativity. The standard for excellence is the *Connecticut Common Core of Teaching (CCT)* which defines effective practice, taking into account the highly complex nature of teaching. This is the standard upon which teachers are asked to reflect in the supervision/evaluation process.

The analysis of multiple forms of student assessment is the key to developing an effective comprehensive plan. The gaps between student performance and expectations inform and guide the development of program goals, the content of the professional development, and the selection of individual professional goals in the supervision and evaluation process. In this way the system is always focused on student learning needs.

PURPOSE AND RATIONALE OF THE EVALUATION SYSTEM

When educators succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas, and provide opportunities for professional learning, growth and recognition. The purpose of the ACES educator professional development, evaluation, and support plan is to fairly and accurately evaluate performance and to help each educator strengthen his/her practice to improve student learning.

CORE DESIGN PRINCIPLES

The following principles that guided the design of the teacher and administrator evaluation models created by the Connecticut State Department of Education are also reflected in this document.

- Consider multiple standards-based measures of performance;
- Emphasize growth over time;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance:

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of an educator's performance. The model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators or student feedback (5%). The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%) and teacher effectiveness outcomes (5%).

The four components of the model are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL); Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; and locally-developed curriculum standards.

Emphasize growth over time:

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency:

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance,

not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning:

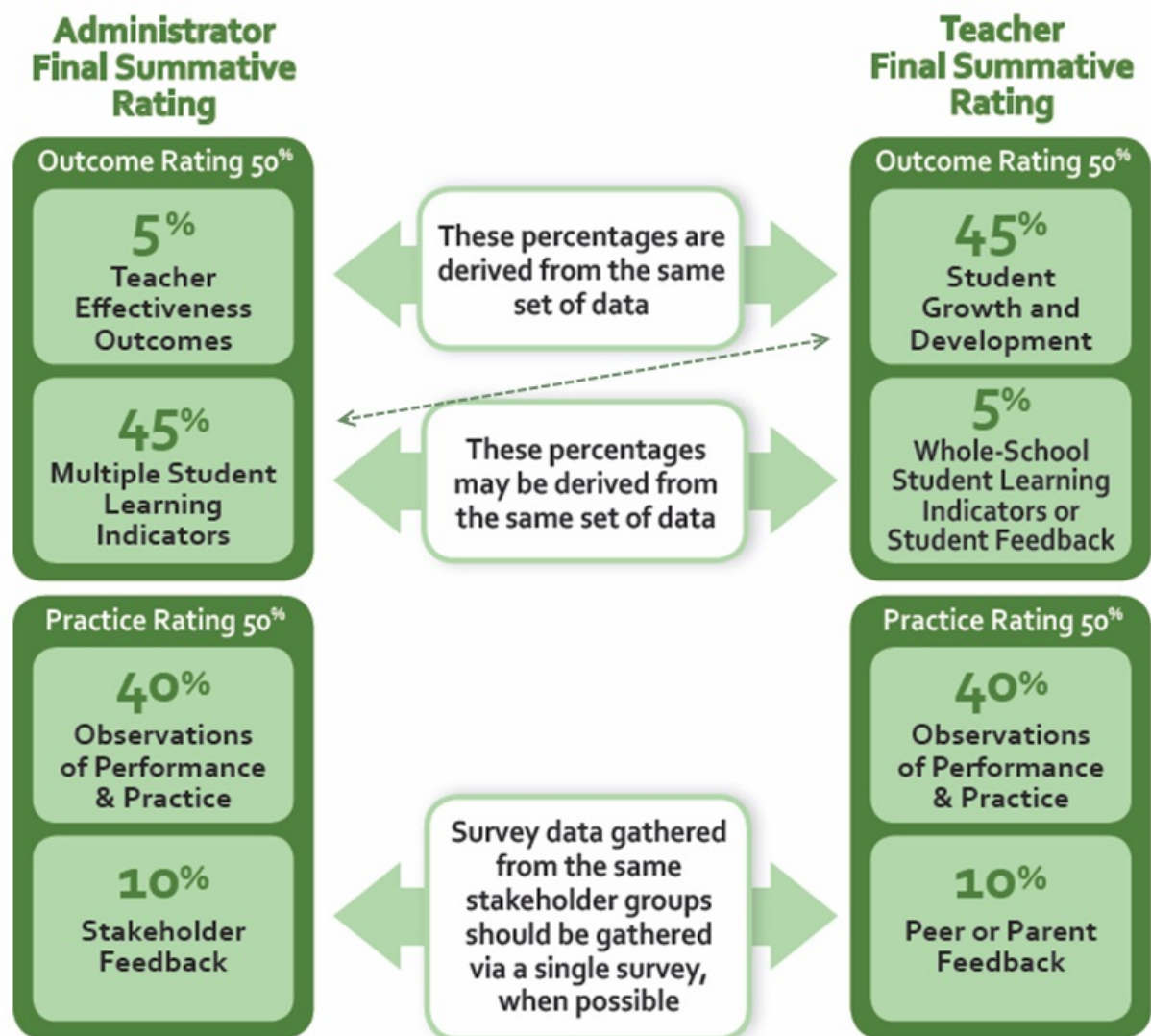
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

Encourage aligned professional development, coaching and feedback to support teacher growth:

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. The ACES model promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation:

Effective implementation of an evaluation system requires a commitment of time and resources that may prove challenging. The effective implementation of this plan requires the collaborative effort of students, teachers, and administrators. The goal is to have everyone focused on the same outcome: increased student learning. To achieve this goal, ACES requires that all students, teachers, and administrators be continual learners. This plan supports all efforts to achieve that learning.



For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%):

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of proficient (3) for teacher effectiveness outcomes (5%) if the aggregate final summative rating for student growth and development (45%) for greater than 60% of staff is proficient (3).

See the example below to illustrate how teachers receive a final summative rating for Whole-School Student Learning Indicator as derived from an administrator's final summative rating for Multiple Student Learning Indicators (45%):

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student learning Indicators
If the administrator receives a final summative rating of proficient (3) for multiple student learning indicators (45%) then teachers evaluated by the administrator receive a final summative rating of proficient (3) for the whole-school student learning indicator (5%) rating.

TEACHER PROFESSIONAL DEVELOPMENT, EVALUATION, AND SUPPORT

Teacher Framework

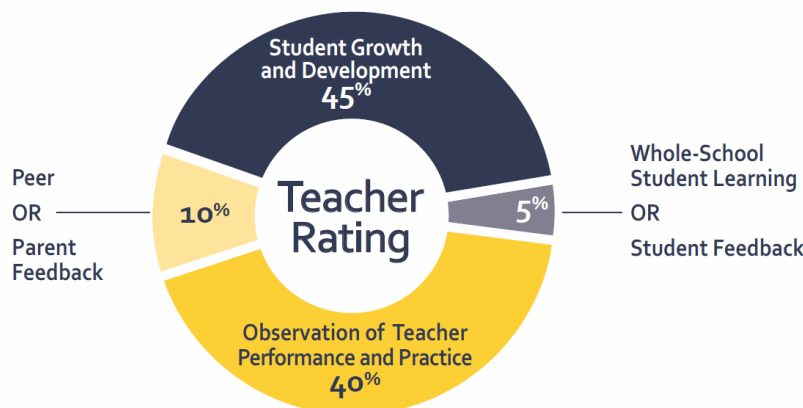
The professional development, evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - a. Observation of Teacher Performance and Practice (40%) as defined within the CCT Rubric for Effective Teaching 2014, which articulates four domains and twelve indicators of teacher practice
 - b. Parent and/or Peer Feedback (10%) on teacher practice through surveys
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:
 - a. Student Growth and Development (45%) as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)
 - b. Whole-School Measures of Student Learning as determined by aggregate student learning indicators or Student Feedback (5%)

All four components will be evaluated annually. Scores from each of the four components will be combined to produce a summative performance rating designation of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

- Exemplary – Substantially exceeding indicators of performance¹
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below Standard – Not meeting indicators of performance

¹ The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.



Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Orientation (CSDE Guidelines Checklist 1a)

ACES will provide teachers with orientation to the teacher evaluation process on an annual basis. Evaluators will meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

Goal-Setting and Planning Process (CSDE Guidelines Checklist 1b)

Timeframe: Deadline is **October 30th (teacher SLOs)**

1. ***Teacher Reflection and Goal-Setting*** – The teacher examines student data, prior year evaluation and survey results, and the CCT Rubric for Effective Teaching 2014 to draft a proposed performance and practice focus area, a parent feedback goal, minimum of one SLO and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
2. ***Goal-Setting Conference*** – The evaluator and teacher meet to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The

evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

Mid-Year Check-In (CSDE Guidelines Checklist 1c)

Timeframe: January and February

1. **Reflection and Preparation** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. **Mid-Year Conference** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards SLO(s) and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLO(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A Mid-Year Conference Discussion Guide is available on the CSDE Seed website to assist evaluators in conducting the conference.

End-of-Year Summative Review (CSDE Guidelines Checklist 1d)

Timeframe: May and June; must be completed by June 15th and to CSDE by June 30th.

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal- Setting Conference.
2. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as data are available and before September 15.
3. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference,

the evaluator assigns a summative rating and generates a summary report of the evaluation before June 15 in preparation for the report due to the state before June 30².

Complementary Observers

ACES may elect to use administrators as complementary observers throughout the agency. When mutually agreed upon by ACES and the teacher, complementary observers may also be other certified teachers, curriculum specialists, or individuals with specific content knowledge. Such individuals may be within the primary evaluators' school, but may also be found within or outside of the district. Complementary observers *must* be fully trained as evaluators in order to be authorized to serve in this role as an observer.

Complementary observers may assist primary evaluators by conducting observations, including pre- and post-observation conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

As an agency, ACES will continue to enhance its pool of complementary observers and will work with staff to deepen understanding of the benefits of using complementary observers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing (CSDE Guidelines Checklist 2c)

All evaluators, including complementary observers, are required to complete extensive training on the evaluation model. The purpose of this training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations, professional learning opportunities tied to evaluation feedback, and improved student performance. ACES will take advantage of the Connecticut State Department of Education (CSDE) provided training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. ACES will adapt and build on these evaluative tools to provide comprehensive training and support to our schools and to ensure that our evaluators are proficient in conducting teacher evaluations.

ACES will ensure that evaluators have opportunities to engage in comprehensive training that meets the following goals:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2014*;

² The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than **June 30**, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CSDE.

- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

Evaluator Proficiency and Calibration (CSDE Guidelines Checklist 2d)

Initial completion of the multi-day training and demonstration of proficiency using established criteria will enable ACES evaluators to begin to engage in the evaluation and support process. Ongoing proficiency and calibration will be determined through continuous involvement in other training opportunities described above.

If, in an individual evaluation, divergent ratings in different categories are noted without sufficient data or cause (e.g., greater than two, including both exemplary and below standard ratings), at the ACES district or employee discretion, arrangements will be made for a third-party reviewer to determine a final summative rating. In addition, ACES evaluators will receive ongoing, job-embedded professional learning that will provide opportunities to interact with colleagues and engage in practice and proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios; and
- Determine a final summative rating across multiple indicators.

Support and Development

Evaluation alone cannot hope to improve teacher practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Informed Professional Learning (CSDE Guidelines Checklist 5b)

Student success depends on effective teaching, learning and leadership. The ACES vision for professional learning is that each and every educator engages in continuous learning over time to increase professional effectiveness, resulting in positive outcomes for all students. For ACES students to graduate college, career, and life ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing the model, in mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the

evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Remediation Plans (CSDE Guidelines Checklist 5c)

If a teacher's performance is rated as developing or below standard, it signals the need for focused support and development. ACES has a system to support teachers not meeting the proficiency standard. Improvement and remediation plans will be developed in consultation with the teacher and his/her exclusive bargaining representative and will be differentiated by the level of identified need and/or stage of development.

ACES provides a multi-level system of support. This system and/or Redirection may be implemented any time an individual educator is not meeting expectations and includes the following levels of support:

1. **Structured Support:** An educator receives structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance:** An educator receives special assistance when he/she earns an overall performance rating of developing or below standard and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance:** An educator receives intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

At each level, the plan must:

- identify resources, support, and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support, and other strategies in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Professional Growth (CSDE Guidelines Checklist 5e)

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the professional development, evaluation and support system itself and in building the capacity skills of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional

Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Teacher Practice Related Indicators

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These two components will be described in detail below:

Component #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework – CCT Rubric for Effective Teaching 2014 (CSDE Guidelines Checklist 2b)

The *CCT Rubric for Effective Teaching 2014* represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college, and civic ready. The rubric is aligned with the CCT and includes references to Connecticut Core Standards and other content standards. The *CCT Rubric for Effective Teaching 2014* is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and
- 1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 3: Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a. Implementing instructional content for learning;
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 2: Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;
- 2b. Planning instruction to cognitively engage students in the content; and
- 2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

- 4a. Engaging in continuous professional learning to impact instruction and student learning;
- 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice

Observation Process, Protocol, and Schedule (CSDE Guidelines Checklist 2a)

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the teacher professional development, evaluation and support model:

Formal, informal, and non-classroom observations/reviews of practice are defined below.

- **Formal:** Any observation or review of practice that lasts at least 30 minutes and is followed by a post-observation conference, which includes timely written and verbal feedback. Depending on which observation cycle teachers are in, formal in-class observations may or may not be preceded by a pre-observation conference.
- **Informal:** Non-scheduled in-class observations or reviews of practice that last at least 10 minutes and are followed by written feedback (e.g., via email, write-up, quick note in mailbox). A post-observation conference may be conducted at the request of the educator or the evaluator (training in streamlining the conference process will be provided to evaluators).
- **Non-classroom observations/reviews of practice** include but are not limited to: observations of data and other team meetings, PPTs, rehearsals, performances, coaching/mentoring other teachers; or review of lesson plans or other teaching artifacts.

PLEASE NOTE: Reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It is not a separate observation or review of practice.

Teacher Category	ACES Observation Protocol
First and Second Year Novice Teachers	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and Developing	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference
Proficient and Exemplary (at least every 3 years)	1 formal in-class observation and an annual review of practice
Proficient and Exemplary (intervening two years)	3 informal in-class observations and an annual review of practice OR, if requested by either the teacher/professional or the evaluator, 1 formal in-class observation and an annual review of practice

Pre-conferences and Post-conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed, setting expectations for the observation process, and providing the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2014*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards proficient or exemplary on the *CCT Rubric for Effective Teaching 2014*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.)

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014* and then make a determination about which performance level the evidence supports. Evaluators are not required to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the ACES model, each domain of the CCT Rubric for Effective Teaching 2014 carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

- Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.
- By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:
 - Consistency: What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?
 - Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
 - Significance: Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)
- Once a rating has been determined, it is then translated to a 1-4 score. Below Standard = 1 and Exemplary = 4. See example below for Domain 1:

Domain 1	Indicator Level Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Exemplary</i>	4
Average Score		2.7

- Indicators are averaged within each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

- Domain scores are averaged to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	2.8

- Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.
- The summative Teacher Performance and Practice category rating and the indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%) (CSDE Guidelines Checklist 3b)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of SEED³.

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine several school-level parent goals based on the survey feedback, of which teachers may use one;
3. The teacher and evaluator identify one related parent engagement goal and set improvement targets;
4. Evaluator and teacher measure progress on growth targets; and
5. Evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

Parent surveys are conducted at the whole-school level.

Parent surveys are administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys are confidential. The parent survey are administered every spring and trends analyzed from year to year.

For 2014-2015 school year, ACES will use the valid and reliable Bernhardt group survey instrument and reports. For 2015-2016 school year, ACES will use the CSDE-recommended Panorama Education surveys. To establish the stakeholder feedback targets, ACES uses the Victoria Bernhardt, Education for the Future survey tools for stakeholders: students, staff, and parents. The survey tools are used in conjunction with the ACES Climate Committees. In addition to the standard survey questions, Education for the Future provides a bank of additional add-on questions for schools to customize the surveys. For the report on the reliability and validity of the instruments, please visit the Education for the Future website:
http://eff.csuchico.edu/downloads/EFF_AssessQs.pdf

Please use the following link to review and download blank copies of the current survey tools offered by *Education for the Future*: http://eff.csuchico.edu/html/qtr_questionnaire_content.html

³ Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this component. However, it is not included in the state model, SEED. If districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to the CSDE when they submit their Educator Evaluation and Support plan annually.

Surveys are provided and processed online and in a bubble-sheet paper format by *Education for the Future*.

Spring	Fall
<ul style="list-style-type: none">• Administer whole school parent survey• Principals and Climate Committees review results• Determine needs	<ul style="list-style-type: none">• Review results and set school goal• Principals and teachers meet to set teacher goals as part of goal setting conference• Principals help determine school goals

Determining School-Level Parent Goals

Evaluators and teachers review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process occurs between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on two to three improvement goals for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goal(s) have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

The goals should be written in SMART language format and must include specific targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways a teacher can measure and demonstrate progress on their growth targets. Teachers can:

1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or
2. They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, a teacher could conduct interviews with parents or create a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Student Outcomes Related Indicators

Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- Either Whole-School Student Learning or Student Feedback or a combination of the two, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

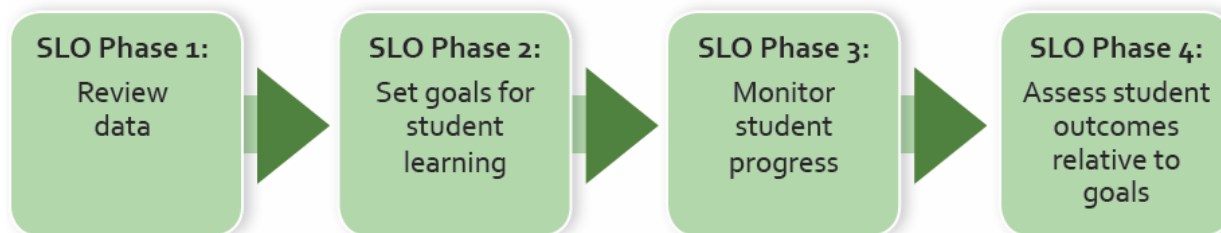
Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs) (CSDE Guidelines Checklist 3a)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. ACES believes that developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:



While this process may feel generally familiar, the model asks teachers to set specific and measurable targets. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four SLO phases are described in detail below:

Phase 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers know their rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

As examples of data reviews, a teacher may use but is not limited to the following data in developing an SLO:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and nonstandardized assessments
- Report cards from previous years
- Results from diagnostic assessments
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- Data related to English Language Learner (EL) students and gifted students
- Attendance records
- Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

Phase 2: Set SLOs

Each teacher, through mutual agreement with his/her evaluator, will set a minimum of one SLO for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD). A form for the development of SLOs can be found on the SEED website. If a teacher identifies only one SLO, he/she must identify at least two IAGDs as measures. If a teacher identifies two or more SLOs, each SLO may have one or more related IAGDs. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards), or district standards for the grade level or course. Depending on the teacher's assignment, a SLO statement might aim for content mastery or it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

Step 2: Select Indicators of Academic Growth and Development (IAGDs) (CSDE Guidelines Checklist 3a)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target that will demonstrate whether the SLO was met. Each teacher, through mutual agreement with his/her evaluator, will establish one or more SLOs and associated IAGDs. If a teacher identifies only one SLO, he/she must identify at least two IAGDs as measures. If a teacher identifies two or more SLOs, each SLO may have one or more related IAGDs.

If a teacher identifies one SLO with multiple IAGDS, one of which is based on standardized measures, that IAGD will count for 1/2 the teacher's rating on the SLO, and therefore as 22.5% of the teacher's final summative rating. If a teacher identifies multiple SLOs, including one with IAGD(s) based solely on standardized measures, that SLO will count as 1/2 the teacher's rating on this component, and therefore as 22.5% of the teacher's final summative rating.

The model uses a specific definition of "standardized assessment." As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

- IAGDs should be written in SMART goal language: Specific and strategic (S); measurable (M); aligned and attainable (A); results-oriented (R); and time-bound (T).
- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nationwide or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

- What evidence/measure of progress will be examined;
- What level of performance is targeted; and
- What proportion of students is projected to achieve the targeted performance level.

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ■ Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better ■ Students who scored a 2-4 will score 8 or better. ■ Students who scored 5-6 will score 9 or better. ■ Students who scored 7 will score 10 or better <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> ■ 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> ■ 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ■ 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ■ 40 students who score 30-49 will increase by 15 points. ■ 10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ■ Grade 1- Expected outcome- Level 14-16 ■ Grade 2- Expected outcome- Level 22-24 <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- Baseline data that was used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and

- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ACES goal setting timeline.

SLO Approval Criteria		
Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence of students' progress.	Objective and indicator(s) are attainable and ambitious.

Phase 3: Monitor Students Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. They can, for example, examine students' work, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be references in feedback conversations throughout the year.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher (see Mid-Year Check-In Section for additional revision options).

Phase 4: Assess Student Outcomes Relative to SLOs

By the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software systems, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each IAGD.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. However, for teachers with one SLO, if one IAGD is based on standardized measures, it must count at 50% of the overall rating of the SLO component.

If an educator opted to write more than one SLO, the final student growth and development rating for a teacher is the average of their SLO scores. For example, if one SLO was "Partially Met", for a rating of 2, and the other SLO was "Met", for rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

Averaged Domain-Level Score	
SLO 1	2
SLO 2	3
Student Growth and Development Rating	2.5

PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 1st deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher's student growth and development rating will be based only on the results of the second. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (2014 SEED page 37) for details.

Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%) (CSDE Guidelines Checklist 3c)

In the ACES plan, the decision to use a whole-school student learning indicator (option 1), student feedback (option 2) or a combination of the two (option 3) to determine this fourth component, is made at the school level and based on what is most appropriate for the student population.

Option 1: Whole-School Student Learning Indicator

For schools that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple SLOs established for his/her administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI) and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Option 2: Student Feedback

Schools can use feedback from students, collected through whole-school or teacher-level surveys, to comprise this component of a teacher's evaluation rating.

Eligible Teachers and Alternative Measures

ACES will use feedback from students, collected through whole-school surveys to comprise this component of a teacher's evaluation rating.

When student surveys are not appropriate for a particular-school, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator which correlates to the student learning rating on the administrator's evaluation (equal to the 45% component of the administrator's final rating).

Survey Instruments

For 2014-2015 school year, ACES will use the valid and reliable Bernhardt group survey instrument and reports. For 2015-2016 school year, ACES will use the CSDE recommended Panorama Education surveys. Student survey instruments are aligned to the Connecticut Common Core of Teaching (CCT) and the CCT Rubric for Effective Teaching 2014. ACES

uses the Victoria Bernhardt, *Education for the Future* survey tools for stakeholders: staff, parents, elementary students, middle school students, and high school students. The survey tools are used by the ACES Climate Committees. In addition to the standard survey questions, *Education for the Future* provides a bank of additional add-on questions for schools to customize the surveys. For the report on the reliability and validity of the instruments, please visit the *Education for the Future* website:
http://eff.csuchico.edu/downloads/EFF_AssessQs.pdf

Survey Administration

Student surveys are administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys are confidential, and survey responses are not tied to students' names.

ACES administers the survey to all students one time each spring. The administration in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally.

Establishing Goals

Principals and the Climate Committees review the student survey results following each administration to identify areas of focus and recommend student engagement goals to increase student learning. The recommended school-wide goals would be shared with all staff.

After these school-level goal(s) have been set, teachers may determine through consultation and mutual agreement with their evaluators one related student feedback goal they would like to pursue as part of their evaluation. Part of the evaluator's job is to ensure (1) the goal is related to the whole school student feedback goal, and (2) that the improvement targets are aligned and attainable.

Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high. This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluation:

1. Review survey results from prior period (previous school year or fall survey).
2. Set one measurable goal for growth or performance.
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the school achieved the goal.
5. Assign a summative rating, using the following scale during the end of year conference.

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Option 3: Whole-School Student Learning Indicators or Student Feedback

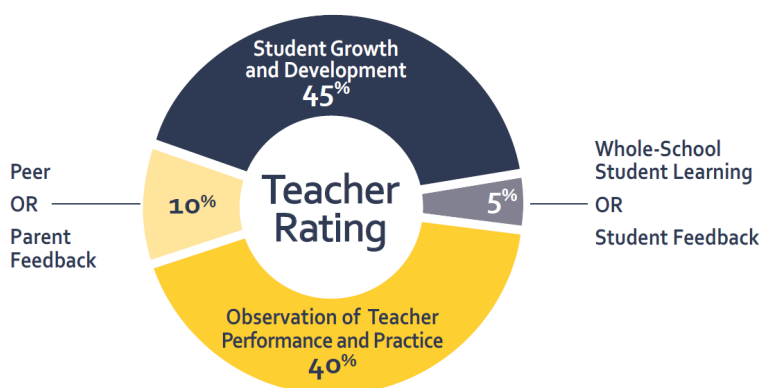
As previously mentioned, schools can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

PLEASE NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

Summative Teacher Evaluation Scoring

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

Every educator will receive one of four performance⁴ ratings:

- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below Standard – Not meeting indicators of performance

Each step is illustrated below:

⁴ The term “performance” above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (See 2014 SEED Appendix 2).

Step 1: Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			142

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

Step 2: Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score (45%) and whole-school student learning indicators or student feedback score (5%).

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback	3	5	15
Total Student Outcomes Related Indicators Points			172.5 → 173

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

Step 3. Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is proficient and the Student Outcomes Related Indicators rating is proficient. The summative rating is therefore proficient. If the two major categories are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30 as per the CSDE requirements, of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness (CSDE Guidelines Checklist 5a)

ACES defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the evaluation system. A pattern may consist of a pattern of one summative rating.

An effective teacher is one who achieves an exemplary or *proficient* summative rating.

At the discretion of ACES, in the first year of a novice teacher's career, a below standard summative rating may be permitted to be considered effective. At the end of year two, the novice teacher must achieve a developing summative rating to be considered effective. In year two, the novice teacher who does not receive a developing or better summative rating is considered ineffective. By the end of year three, the novice teacher must achieve a *proficient* or *exemplary* summative rating to be considered effective.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* summative ratings or one *below standard* summative rating at any time. However, a post-tenure educator who has had a significant assignment change or other extenuating circumstance (e.g., extended maternity leave, FMLA) may have an additional year at the *developing* summative rating to be considered effective that is mutually agreed up by the evaluator and educator..

The ACES Educator Evaluation Development Plan does not in any way supersede or negate any of the ACES Human Resources' policies and procedures regarding disciplinary action.

Dispute-Resolution Process (CSDE Guidelines Checklist 5d)

In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, ACES has a process for resolving disputes in cases where the evaluation and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The executive director and the collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the executive director and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the ACES executive director whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding

goals/objectives, evaluation period, feedback, and professional development contained in this document entitled “Connecticut Guidelines for Educator Evaluation”. Should the process established as required by the document entitled “Connecticut Guidelines for Educator Evaluation,” dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the ACES executive director.

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, “The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist,” in accordance with the requirements of this section. ACES developed and implemented a Student and Educator Support Specialist (SESS) evaluation program consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by SESS, ACES adopted the CSDE flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
 - b. Because some SESS do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing SESS working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
 - c. ACES recognizes the evaluation of educators who teach in non-tested grades and subjects. A group of these individuals are referred to as SESS. SESS educators

are those individuals who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. For example, this group includes our therapists, consultants, education specialists, curriculum coordinators who are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

- d. When student, parent and/or peer feedback mechanisms are not applicable to SESS, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the SESS are responsible.

Currently available on the <http://www.connecticutseed.org> website are white papers developed by various discipline-specific workgroups and an adapted version of the CCT Rubric for Effective Teaching for use with some SESS educators. Specifically, this adapted rubric was identified for use with: school psychologists; speech and language pathologists; comprehensive school counselors; and school social workers.

The alignment of the SESS adapted rubric to the *CCT Rubric for Effective Teaching 2014* will benefit evaluators as they conduct observations of performance and practice across all content areas.

ADMINISTRATOR PROFESSIONAL DEVELOPMENT, EVALUATION AND SUPPORT

Purpose and Rationale

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for ACES. The ACES model for administrators defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of Proficient administrators.

These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 Student Learning Objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

The model includes an exemplary performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. Leadership Practice Related Indicators: An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a. Observation of Leadership Performance and Practice (40%) as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b. Stakeholder Feedback (10%) on leadership practice through surveys.
2. Student Outcomes Related Indicators: An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a. Student Learning (45%) assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - b. Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

The four performance levels are:

1. Exemplary – Substantially exceeding indicators of performance
2. Proficient – Meeting indicators of performance
3. Developing – Meeting some indicators of performance but not others
4. Below Standard – Not meeting indicators of performance

Process and Timeline (CSDE Guidelines Checklist 2a)

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see Figure 1 on the next page) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is designed to have all educators play a more active, engaged role in their professional

growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a mid-year formative review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Figure 1: This is a typical timeframe:



Step 1: Orientation and Context-Setting (CSDE Guidelines Checklist 1a)

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator; and the state has assigned the school a School Performance Index (SPI) rating⁵.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development (CSDE Guidelines Checklist 1b)

Before a school year starts, administrators identify two Student Learning Objectives (SLOs) and one survey target, drawing on available data, the executive director's priorities, their school

⁵ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice.

Administrators should start with the outcomes they want to achieve. This includes setting two SLOs and one target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the Common Core of Learning Connecticut School Leadership Standards (CCL-CSLS). While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The CSDE SEED handbook and website include sample evaluation and support plans. The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum,

fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the ACES intranet site for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families

Further, the evaluator establishes a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at 2-to 3-month intervals.

State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of developing or below standard.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review (CSDE Guidelines Checklist 1b)

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. Mid-Year Conference Discussion Prompts are available on the CSDE SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL-CSLS. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating (CSDE Guidelines Checklist 1d)

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing (CSDE Guidelines Checklist 2c)

All evaluators are required to complete training on the evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

ACES will take advantage of the CSDE training opportunities to support district evaluators of administrators in implementation of the model across their schools. ACES will adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL-CSLS Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL-CSLS Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and optional proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 15 of a given school year so they can be submitted to the State by June 30. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year. For administrators

in schools without state standardized test data, a rating must be completed based on evidence that is available.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning (CSDE Guidelines Checklist 5b)

Student success depends on effective teaching, learning and leadership. The ACES administrators engage in continuous learning over time to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college career- and life-ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing the plan, mutual agreement with their evaluators all administrators will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Remediation Plans (CSDE Guidelines Checklist 5c)

If an administrator's performance is rated as developing or below standard, it signals the need for focused support and development. ACES has a system to support administrators not meeting the proficiency standard. Improvement and remediation plans are developed in consultation

with the administrator and his/her exclusive bargaining representative, when applicable, and are differentiated by the level of identified need and/or stage of development.

ACES has a system of stages or levels of support. For example:

1. **Structured Support:** An administrator receives structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance:** An administrator receives special assistance when he/she earns an overall performance rating of developing or below standard and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance:** An administrator receives intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Career Development and Growth (CSDE Guidelines Checklist 5e)

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the CCL-CSLS and defines effective administrative practice through six performance expectations (CSDE Guidelines Checklist 2b)

1. Vision, Mission and Goals: Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
2. Teaching and Learning: Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. Organizational Systems and Safety: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. Families and Stakeholders: Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. Ethics and Integrity: Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. The Education System: Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for long-standing and emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL-CSLS Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- Exemplary: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- Proficient: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- Developing: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- Below Standard: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts are often included as indicators. Each concept demonstrates a continuum of performance across the row, from below standard to exemplary. Strategies for using the CCL-CSLS Evaluation Rubric are found in the CSDE Seed document and on the www.connecticutseed.org website.

Arriving at a Leadership Practice Summative Rating (CSDE Guideline Checklist 2b)

Summative ratings are based on the evidence for each performance expectation in the CCL-CSLS. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of developing or below standard.
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the

evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary on Teaching and Learning</i> +	<i>At least Proficient on Teaching and Learning</i> +	<i>At least Developing on Teaching and Learning</i> +	<i>Below Standard on Teaching and Learning</i> or
<i>Exemplary on at least 2 other performance expectations</i> +	<i>At least Proficient on at least 3 other performance expectations</i> +	<i>At least Developing on at least 3 other performance expectations</i>	<i>Below Standard on at least 3 other performance expectations</i>
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary on at least half of measured performance expectations</i> +	<i>At least Proficient on at least a majority of performance expectations</i> +	<i>At least Developing on at least a majority of performance expectations</i>	<i>Below Standard on at least half of performance expectations</i>
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

Component #2: Stakeholder Feedback (10%) (CSDE Guidelines Checklist 4b)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL-CSLS - is 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students). If surveyed populations include students, they can

provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

For 2014-2015 school year, ACES will use the valid and reliable Bernhardt group Climate Survey instrument and reports. For 2015-2016 school year, ACES will use the CSDE recommended Panorama Education surveys. The following stakeholders are included in the surveys: parents, students, and staff. The survey aligns to some or all of the CCL-CSLS, so that feedback is applicable to measuring performance against those standards. Other non-school based administrators may use other valid and reliable survey tools directed at their stakeholders.

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CCL-CSLS.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Each Spring, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Student Outcomes Related Indicators

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%) (CSDE Guidelines Checklist 4a)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Measures of Academic Learning

With the state's school accountability system, a school's SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level. **NOTE: If a school does not have an SPI, they will use locally determined measures.**

Currently, the state's accountability system⁶ includes two measures of student academic learning:

1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments. PLEASE NOTE: SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.
3. If a school does not have an SPI, they will use locally determined measures. This consideration applies to the entire section. For a complete definition of Connecticut's measures of student academic learning, including a definition of the SPI see the SEED website.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. For example, to determine the SPI growth target for a school with an SPI rating of 52, the calculation would be $(88-52)/12 = 3$.

⁶ All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

For schools that do have an SPI, evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)				
SPI ≥ 88	Did not Maintain	Maintain		
	1	4		
SPI < 88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

**Subgroup(s) must exist in year prior and in year of evaluation*

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish two Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to CT Core Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- None of the ACES high schools graduate students from their programs. ACES high school administrators meet with sending district administrators for students in each of our special education high schools as well as our part-time arts magnet school. During these meetings, the required number of credits and graduation requirements are reviewed on an individual student basis. These meetings determine the necessary criteria required to enable all students to graduate from their sending high schools.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Please see the CSDE Seed website for examples of administrator and central office SLOs and IAGDs.

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are: (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the SLO Form and SLO Quality Test).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows

Exemplary	Proficient	Developing	Below Standard
Met 2 objectives and substantially exceeded at least 2 targets	Met 1 objective and made at least substantial progress on the 2nd	Met 1 objective	Met 0 objectives

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%) (CSDE Guidelines Checklist 4c)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

Improving teacher effectiveness outcomes is central to an administrator’s role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
> 80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation

Central Office Administrators will be responsible for the teachers under their assigned role. All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance⁷ evaluation designators: Exemplary, Proficient, Developing and Below Standard.

The performance levels shall be defined as follows:

- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below Standard – Not meeting indicators of performance

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

Supporting administrators to reach proficiency is at the very heart of this evaluation model. The following further explain the ratings:

- Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.
- A rating of developing means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the developing level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rated developing is expected. If, by the end of three years, performance is still rated developing, there is cause for concern.
- A rating of below standard indicates performance that is below proficient on all components or unacceptably low on one or more components.

⁷ The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

Step 1 - PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the CCL-CSLS Evaluation Rubric and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

Step 2 - OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. If a school does not have an SPI, they will use locally determined measures. As shown in the Summative Rating Form, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table 2014 SEED page 82.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

Step 3 - OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is proficient. The summative rating is therefore proficient.

If the two major categories are highly discrepant (e.g., a rating of exemplary for Leader Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator

should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

ACES defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The ACES model uses the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career. A below standard rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential developing ratings or one below standard rating at any time.

Dispute-Resolution Process

ACES has a process for resolving disputes in cases where the evaluation and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the executive director and the collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the executive director and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the executive director whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation". Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the executive director. An example is provided with in the State model.

APPENDIX A: PLAN COMMITTEE MEMBERS

Committee Members	Role
Leslie Abbatiello	Director, Professional Development and School Improvement
Leeann Browett	Social Studies Curriculum Coordinator
Carol Bunk	Principal, Village School
Joanna Dorne	ELA Curriculum Coordinator
Suzanne Duran-Crelin	Principal, Wintergreen Interdistrict Magnet School
Erika Forte	Assistant Executive Director for Curriculum and Programs
Kristin Harvey	Teacher, Whitney High School North
William Jacobs	AEA Co-President & Teacher, Whitney High School West & East
Bryan Markiewicz	Assistant Principal, Mill Road School
Carol May	Teacher, Wintergreen Interdistrict Magnet School
Mike Mezzanotte	AEA Co-President & Teacher, Whitney High School West & East
Anne Pember	Mathematics Curriculum Coordinator
Leslie Peters	Principal, SAILS
Priscilla Remington	Teacher, Village School
Rachel Sexton	PDSI, Education Specialist
William Shanley	Teacher, ACES Collaborative
Todd Solli	Assistant Principal, Thomas Edison Middle School
Merri Stanley-Puglisi	Assistant Principal, Whitney High School East & West
Pat Tapper	Occupational Therapist, Village School
Vanessa Taragowski	Director, Pupil Services
Wanda Wagner	Director, Educational Technology
Bruce Willett	Teacher, Mill Road School

APPENDIX B: CSDE EDUCATOR EVALUATION GUIDELINES CHECKLIST (MARCH 2015)

Level	Checklist Item #	ACES Page #	Change?
Teacher	1a. Orientation	12	Change
Teacher	1b. Goal-Setting Process	12	No Change
Teacher	1c. Mid-Year Check-In	13	No Change
Teacher	1d. End-of-Year / Summative Review	13	No Change
Teacher	1e. Four-Level Matrix Rating System	36	No Change
Teacher	2a. Observation Protocol / Schedule	18	No Change
Teacher	2b. Observation Rubric	16	No Change
Teacher	2c. Evaluator Training	13	No Change
Teacher	2d. Evaluator Proficiency / Calibration	14	Change
Teacher	3a. Goals / Objectives - Indicators of Academic Growth and Development (IAGDs) (45%)	26	Change
Teacher	3b. Parent or Peer Feedback (10%)	23	Change
Teacher	3c. Whole-School Student Learning Indicators	32	No Change
Teacher	5a. Definition of Effectiveness / Ineffectiveness	38	No Change
Teacher	5b. Evaluation-Informed Professional Learning	15	Change
Teacher	5c. Improvement and Remediation Plan(s)	15	No Change
Teacher	5d. Dispute-Resolution Process	39	No Change
Teacher	5e. Career Development and Professional Growth	16	Change
Admin	1a. Orientation	44	No Change
Admin	1b. Goal-Setting Process	44	Change
Admin	1c. Mid-Year Check-In	47	No Change

Admin	1d. End-of-Year / Summative Review	46	No Change
Admin	1e. Four-Level Matrix Rating System	58, 61	No Change
Admin	2a. Observation Protocol / Schedule	42, 43	No Change
Admin	2b. Observation Rubric	52	No Change
Admin	2c. Evaluator Training	47	Change
Admin	4a. Goals / Objectives - Locally Determined Indicators (45%)	54	No Change
Admin	4b. Stakeholder Feedback (10%)	52	No Change
Admin	4c. Teacher Effectiveness Outcomes (5%)	58	No Change
Admin	5a. Definition of Effectiveness / Ineffectiveness	62	No Change
Admin	5b. Evaluation-Informed Professional Learning	48	Change
Admin	5c. Improvement and Remediation Plan(s)	48	No Change
Admin	5d. Dispute-Resolution Process	62	No Change
Admin	5e. Career Development and Professional Growth	49	No Change